Teaching With Technology – Week 2

“Many researchers claim this expenditure (classroom technologies) was unjustified and wasteful. Although the advantage of computers in modern society are quite evident, it may be that technology, if only in educational circles, has failed to prove itself.” (Page, 2002, pg 389) In today’s world of budget cuts and downsizing schools are affected like everyone else when it comes to expenditures. Schools are looking at ways to cut budgets and maintain teachers and programs and unfortunately this often equates to cutting equipment. The research done by Michael Page and others clearly demonstrates the positive impact of technology not only as an educational tool for our students but also as an esteem builder and communication enhancement that improves and engages students to interact in the classroom. Page’s research produces the result that “Technology-enriched classrooms were far more likely to consist of a student-initiated environment where students participated in not only teacher-led instruction but also student instruction in the form of computer workgroups.” (Page, 2002, pg 403)

In Using Technology with Classroom Instruction that Works the authors cite that “Research shows that when students are allowed to some of their onw learning goals, their motivation is hight than when they pursue only teacher-set goals.” (Pitler, Hubbell, Kuhn, & Malenoski, 2007, pg 18) The use of technology to set the goals allows students to construct their own learning plans. Organizational tools such as Inspiration and Goal Templates in MS Word (<http://office.microsoft.com/en-us/templates/learning-goal-worksheet-TC101875585.aspx>) allow students to write goals and have printed copies easily. These same copies can be shared easily with parents via many of the communication tools avaialble to teachers.

The Universal Design for Learning (UDL) is another opportunity for teachers to design and implement curriculum that has embedded digital materials. The digitzed materials allow for more learner diversity which equte to higher standards of learning. (Rose, 2002) The lesson model offered by the Center for Applied Special Technology (CAST) that addresses the strageic brain networks that determine learning styles and outcomes for learners. The networks include Recognition Networks for the ‘what’ of learning, Strategic Networks affect the ‘how’ of learning and Affective Networks help us determine the ‘why’ of learning. Using the UDL strategy provides a design for “creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.” (About UDL, 2011)

Sources:

*About UDL*. (2011). Retrieved March 4, 2011, from CAST: http://www.cast.org/udl/index.html

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Pitler, H., Hubbell, E. R., Kuhn, M., & Malenoski, K. (2007). *Using technology with classroom instruction that works.* Denver: McRel.

Rose, D. M. (2002). *Teaching Every Student in the Digital Age: Universal Design for Learning*. Retrieved March 1, 2011, from Center for Applied Spcecial Technology: http://www.cast.org/teachingeverystudent/ideas/tes